

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (Pre-K-8)  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Brian Messmer

Official School Name: Jackpot Elementary School

School Mailing Address:  
2201 Progressive Drive - Physical  
P.O. Box 463 - Mailing  
Elko, NV 89825-0463

County: Elko State School Code Number\*: 04105

Telephone: (775) 755-2374 Fax: (775) 755-2291

Web site/URL: www.elko.k12.nv.us/jackpot E-mail: bmessmer@elko.k12.nv.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mrs. Antoinette Cavanaugh

District Name: Elko County School District Tel: (775) 738-5196

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. Patty Jones

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 12        | Elementary schools  |
| 2         | Middle schools      |
| 5         | Junior high schools |
| 7         | High schools        |
| 5         | Other               |
| <b>31</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8689

Average State Per Pupil Expenditure: 7135

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	11	7	18	8			0
1	10	7	17	9			0
2	9	8	17	10			0
3	9	11	20	11			0
4	8	6	14	12			0
5	7	10	17	Other			0
6	10	7	17				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>				120

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
       % Black or African American  
72 % Hispanic or Latino  
       % Native Hawaiian or Other Pacific Islander  
26 % White  
       % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 18 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1.	135
(5)	Total transferred students in row (3) divided by total students in row (4).	0.178
(6)	Amount in row (5) multiplied by 100.	17.778

8. Limited English proficient students in the school: 57 %

Total number limited English proficient 69

Number of languages represented: 2

Specify languages:

Spanish, Punjabi

9. Students eligible for free/reduced-priced meals: 84 %

Total number students who qualify: 101

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 10

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>1</u>	<u>6</u>
Total number	<u>13</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	94%	95%	96%	96%
Daily teacher attendance	92%	90%	93%	94%	97%
Teacher turnover rate	9%	0%	0%	8%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Because of our rural location and the size of our town, banking, doctor, dentist, and other professional appointments must be made in either Twin Falls, ID, (50 miles), Wendover, NV (125 miles), Elko, NV (120 miles), Salt Lake City, Utah (250 miles) or Boise, ID (175 miles) away. In order to attend these appointments, our staff and students need to be absent from school. In addition to the professional appointments, our staff has increased the number of days they attend professional development activities away from school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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While Jackpot Elementary School's mission statement "Jackpot strives for Achievement, Commitment, Knowledge, Pride, Opportunity, Teamwork" focuses on six principles the vision our staff is committed to is "being a high achieving school that produces well rounded individuals who strive for excellence." The parents, teachers, staff, and community value the children of the community and make the children's social, emotional, and educational needs top priority.

Jackpot Elementary School is located in the unincorporated town of Jackpot, Nevada. The majority of Jackpot's 1,200 people work for one of Jackpot's five casinos. Jackpot is located on US Highway 93 in the northeastern corner of Nevada on the Idaho boarder. It is located in Elko County and the school is part of Elko County School District. Elko County School District is over 17,000 square miles and is the 5th largest geographical school district in the contiguous United States with our central office located 120 miles to the south west of Jackpot in Elko, Nevada.

Jackpot Elementary School's K-6 population is 119 students comprised of 84 Hispanics, 32 Caucasians, 1 Native American, and 1 Asian. Eighty-two percent of our student body qualifies for free or reduced lunch. Fifty-five percent of our students are English Language Learners and seven percent are enrolled in Special Education. Jackpot Elementary has seven classroom teachers, one full time reading tutor, one reading facilitator, one special education teacher, one special education aide, one ESL teacher, one ESL aide, one half time art teacher, one half time PE teacher, one half time music teacher, four support staff, a half time Dean of Students and a Principal.

Student learning is top priority at the school and extends beyond the traditional school day. Because many of the students do not have a support network at home, we have an extended lunch period where students who need the extra time will receive tutoring or help with their class work. We also have an after school tutoring program and an after school reading program which is made possible with a grant through Save the Children. In addition to the after school program, the Save the Children grant allows us to provide a summer reading program for many of our students. Jackpot Elementary has adopted a "zeros not accepted" policy on class assignments and tests. Furthermore, substandard work is not accepted by the teachers. Many hours of extra time and energy on the part of the teachers and staff is expended to help the students complete their assignments and produce quality work.

Jackpot Elementary was recognized by the State of Nevada as a Title I Distinguished School in 2005-06, 2006-07, and 2007-08. Jackpot Elementary was recognized by the State of Nevada as an Exemplary School in 2006-07. Success for All recognized Jackpot Elementary as a school making outstanding gains in reading from 2003-2007.

It should be noted that on demographic #6 the American Indian or Alaska Native and Asian categories have been rounded up to 1% each and the White category was rounded down to 26% from 26.67% to compensate for the rounding up of American Indian or Alaska Native and Asian categories.

Also, a small discrepancy exists on demographic #7 between the tranciency rate that is reported on our state report card and the mobility rate in this application due to the formula used for this calculation. Our School District bases this calculation on data from the first day of school through the end of school giving a tranciency rate of 16% which was reported on our state report card. This application bases the calculation on data beginning on October 1, giving us a mobility rate of 18%.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Jackpot Elementary participates yearly in the Nevada Criterion Referenced Test (NCRT). The Nevada state assessment is a criterion referenced exam used to assess students' abilities in English Language Arts, mathematics, and in fifth grade, additionally, science. The Nevada state assessment consists of four performance levels; Exceeding Standards (ES), Meeting Standards (MS), Approaching Standards (AS), and Emerging and Developing (ED). The assessed content standards are determined by the Nevada Department of Education and Nevada educators. Assessed standards are labeled (ES) enduring and tested at the state level or (IS) important and tested at the state level. These particular assessed standards can be found in the state content and process English Language Arts and Mathematics documents. Each school year up to 2014 the state of Nevada has, in compliance with No Child Left Behind, set the Annual Measurable Objective (AMO) percentage levels for passing the state assessment. Nevada's AMO system is a tiered measurement model. The baseline for tiered progress was determined from a culmination of various state assessment scores taken during 2000-2001 school year. Nevada began assessing all grade levels through 8th and in high school during the 2005-2006 school year using the AMO process. An Annual Measurable Objective tier cannot stay the same percentage level for more than two years and must be equidistant from tier to tier. In fact, during the last four years of the tier model as Nevada moves toward 100% compliance in 2014, the tiers increase yearly. The Annual Measurable Objectives for last year and this school year, 2008-2009, are set at 51.7% of students meeting or exceeding standards in English Language Arts and 54.60% in mathematics for grades 3-6. Again, the Annual Measurable Objectives will continually increase equidistantly until 100% of all students by the year 2014 meet state and federal requirements with No Child Left Behind.

During the 2007-2008 school year Jackpot Elementary had 68.12% of its students meet or exceeded Nevada state testing standards in mathematics. In English Language Arts, 57.86% of Jackpot Elementary students met or exceeded the state testing passing level. Additionally, the Free and or Reduced subgroup scored 67.80% in mathematics and 56.78% in Language Arts. The Hispanic/Latino subgroup posted 66.00% in mathematics and 57.00% in Language Arts. And the Limited English Proficiency (LEP) tallied 59.38 % in mathematics and 46.88% in Language Arts. Nevada uses a one sided confidence interval (CI) with a false negative emphasis to help small testing population groups like Jackpot Elementary be fairly measured. (For a clearer understanding statistically please refer to Nevada Adequate Yearly Progress Manual at <http://doe.nv.gov> ) Because of this allowance, Jackpot's elementary LEP group tested well above the AMO minimum level for Language Arts. The confidence interval was 14.06 % for this group putting this Jackpot Elementary school population at nearly 60%. Jackpot Elementary is one of just a few schools in the state of Nevada that can boast about maintaining a passing level for the Annual Measurable Objectives for four continuous years in all main and sub groups. During this era, Jackpot Elementary has been recognized as an Exemplary School by the state of Nevada, 2006-2007, and has been selected as a Distinguished Title I school in 2005-2006, 2006-2007, and 2007-2008 by the state of Nevada as well. Additionally, Jackpot has been identified by the Success For All Foundation for making outstanding growth, 29.9% for the years 2003-2007, on the state assessment.

Students in the last grade level exiting Jackpot Elementary have shown steady improvement in terms of percentage that meet or exceeded state testing standards. During the 2005-2006, which is the first year AYP was used to assess Jackpot's sixth graders, 78% of the students tested made AYP in mathematics and 74 % in English Language Arts. For the 2006-2007 exiting class, 90.5% made AYP in mathematics and 81.0% in ELA. Finally, the most recent sixth graders scored 95.7% in mathematics and 91.3% in ELA .

Disparities among subgroups are minimal due to the total population of students being 70.2 % Hispanic/Latino and 83.4% of Jackpot students coming from families that fall below the poverty line. Hispanic/Latino and Free/Reduced subgroups, therefore, are very closely correlated to total school scores.



The web site where information on the state of Nevada's system of standards based assessment reports is <http://nde.nv.gov/aya/2007-2008/element>. You may go to <http://nde.doe.nv.gov/school/recognition.htm> for Title 1 state recognition. To find information on state mathematics standards go to <http://nde.doe.nv.gov/standardsmathematics.html>. And finally, information on English Language Arts standards will be found at <http://nde.doe.nv.gov/Englishlangarts.html>.

## **2. Using Assessment Results:**

Jackpot Elementary uses a variety of assessments to support the instruction of individual students' needs. CRT (Criterion Referenced Test) data analysis is done by the elementary staff to determine students' areas of strengths and weaknesses, to propose comprehensive instructional programs, targeting student improvement in specific areas, and to develop plans for desirable professional development. We administer DIBELS (Dynamic Indicators of Basic Early Skills) to our kindergarten through third grade students three times a year to identify those children who need support in achieving their reading goals. For those students identified as needing support they are progress monitored monthly and plans are made consequently. DIBELS helps us determine those students who need assistance with phonemic awareness, word reading and fluency. Frequently our 3rd – 6th grade students are administered the 4Sight test, a Nevada state standard aligned component of our reading program, to help in determining their cognitive and reading mastery levels. This assessment looks at their word analysis skills, comprehension, interpretation, and evaluation of literature and information, forming initial understanding, and determining critical stance. The students are then matched with an appropriate reading level and instruction is directed towards improving those areas students are low in. For math, we have adopted a new math program, Math Connects, by McMillian and McGraw Hill. Initially the students were given a diagnostic test to determine their math ability. Every six weeks they are administered a placement test, strengths and weaknesses determined, and instruction adjusted accordingly. Our school also takes advantage of Renaissance Learning's assessment programs. Quarterly, our students are assessed with STAR Reading, STAR Math and/or STAR Early Literacy. Data from these assessments are used to help in tracking an individual student's ability level, grade level improvement, and in determining which students should be included in intervention and tutorial programs. Ongoing classroom formative assessments are carried out daily by all teachers.

## **3. Communicating Assessment Results:**

Adequate Yearly Progress (AYP) assessment results are reported to the parents via mail the day the school receives the reports back from the state. Early in the school year, Jackpot Elementary hosts an open house for students and parents. The open house is held in the evening with a general assembly of parents, teachers, and students in the school gymnasium. Part of the evening's presentation is made by the principal in regards to the school's AYP report. The presentation also consists of a question and answer period. After the general assembly, parents, teachers, and students break out to the classrooms where teachers answer further questions about our AYP status. Jackpot Elementary has several banners hung on and in the school proclaiming our AYP status.

A formal presentation by the principal to the board of education about student achievement is done in November each school year. The district website also includes a link to our school improvement plan which includes achievement data for Jackpot Elementary.

Our school communicates non-high stakes assessment results to students, parents and community members in a number of ways. We keep parents informed of assessment results via student status reports at a minimum of every 4 ½ weeks. Report cards are sent home each nine weeks. Formal Parent/Teacher conferences are held two times each school year. In addition to the formal P/T conferences, teachers and the school contact parents via phone calls, personal notes home, and a monthly school newsletter. Students are given immediate feedback in the classroom and teachers ensure formative assessment is continually used with students to

increase achievement. Jackpot Elementary likes to celebrate these achievements and holds various celebration ceremonies throughout the year.

To summarize, our teachers are aware, our parents are aware, but most importantly, the students are aware of what they need to do to increase achievement.

#### **4. Sharing Success:**

Sharing success with the greater learning community is important to Jackpot Elementary. Teachers and administrators regularly attend district level meetings where they discuss and share our achievements. Jackpot Elementary is asked to present our school improvement plan as well as assessment results with other administrators and the school board at a regularly scheduled board meeting. This is an opportunity for the principal and school to share our success with the public and other schools.

The principal has been chosen by the district to lead other administrators in the district in a peer review of their school improvement plans prior to finalization of their plans. The principal takes this opportunity to share accomplishments of Jackpot Elementary with the other administrators in order that they might include best practices Jackpot Elementary has employed which help us achieve at a high level.

In district-wide meetings, the principal is constantly reporting on best practices employed by the staff of Jackpot Elementary. Other schools in the district have used examples from Jackpot Elementary to improve their own teaching/learning (i.e. During school tutoring, during school homework assistance, no zeros allowed).

Administrators and teachers will also apply to the State Department of Education to present a best practices session at the State of Nevada Mega Educational Conference. In addition, our school has volunteered and will continue to volunteer to host teachers/administrators from other schools across the state to observe our school program.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Jackpot Elementary School follows the Nevada Standards in all curriculum areas. In addition to these set standards is a core idea which emphasizes positive development of students as responsible citizens as well as life-long learners. Professional Learning Communities identify curriculum areas that need special attention and work together to develop instructional strategies so that all students can learn effectively. We incorporate research-based solutions in all areas of the curriculum. All teachers participate in looking at the data to determine strengths or weaknesses of student performance on district and state assessments. This data drives the instruction at Jackpot Elementary. All school personnel are committed to the success of our children and share responsibility in their quest for excellence in all school experiences.

Jackpot Elementary uses the Success for All (SFA) reading program. This is a comprehensive reading approach designed to ensure that every child will read at grade level or above. We utilize the program in grades K through 6. SFA emphasizes prevention and early intervention to respond to any child's learning problems. Students learn to read and write by using a research-based reading curriculum, coupled with appropriate cooperative learning strategies. The SFA reading program is based on extensive research into the ways children learn to read and write. At the heart of the program is 90 minutes of uninterrupted, daily reading instruction. Beginning in the first grade, children are grouped across classes and grades by reading level. Regrouping gives each teacher the opportunity to work intensively with students one reading level at a time. Cooperative learning embedded throughout the program focuses on individual student accountability, common goals, and recognition of group success. Providing the opportunity to work with peers enables students to master basic reading skills as they continue to grow as thoughtful learners. There are quarterly assessments that provide a progress check for every child. Assessment data is used to design appropriate interventions, guide instruction, and move students into higher reading levels. One-to-one tutoring is also provided for struggling students for 20 minutes everyday. The tutoring is designed to reinforce classroom reading instruction. The SFA reading program also has a Family Support component that links students, families, educators, and community resources together. Their combined forces support children's academic achievement.

Jackpot Elementary is currently using the Math Connects by Macmillan McGraw-Hill. The instructional approach from K – 6 provides a smooth transition for students. The common vocabulary, technology, manipulative's, lesson planning, and data – driven decision making helps the student when transitioning between grade levels. Reading and comprehending math vocabulary in word problems along with mastering computation, numbers and number sense, recognizing patterns, functions, algebra, measurement, spatial relationships, geometry and data analyses is the impetus behind Jackpot's math curriculum. Teachers also utilize a variety of materials, including Saxon Math to help facilitate the tutoring program built into the school day for students struggling with math concepts.

Jackpot Elementary's science curriculum includes an emphasis on age appropriate science process and designated elements of the life, physical, and earth science's at each grade level. In the upper elementary grades, health and human growth and development are added to the science curriculum.

The revised social studies standards were adopted for the 2008-09 school year. The purpose of the Nevada Social Studies Standards is to teach content that is important for our students to be successful in an increasingly changing society. The social studies curriculum allows teachers to provide students with an in-depth analysis of ideas, events, personalities, and institutions appropriate for each grade level. The skills recommended for success in the workplace of the future are those learned in art, music, and

physical education programs: working in teams, communication, self-esteem, creative thinking, imagination, and invention.

The Art curriculum at Jackpot Elementary allows our students to spend three weeks each quarter for 30 minutes a day working with different art mediums. The art teacher works with the classroom teachers to help enrich the concepts being taught in the classroom through different art projects and art mediums. Writing about their experience with art is also built into the curriculum to help reinforce writing across the curriculum.

The Music curriculum allows our students to spend three weeks each quarter for 30 minutes a day to develop basic music skills and an appreciation for music and its history. The music teacher communicates with the classroom teacher to incorporate lessons into the music curriculum to enrich the concepts being taught in certain content areas.

In the physical education curriculum at Jackpot, students are taught about personal health practices and how to monitor his/her personal behavior. Learning activities include the development of skills which allow students to participate in lifelong recreational activities. Presidential Physical Fitness testing and awards are given and create a way to engage students to improve their speed, agility and endurance.

Our society needs individuals who are literate in technology and possess the skills that enable them to participate in a high-performance work force that adapts readily to constantly changing technology. At Jackpot Elementary School we incorporate technology in the classroom to develop these skill. Understanding that students learn in different ways, we can help them use technology as a means to apply academics within a real-world context.

The writing process, spelling, and vocabulary are stressed throughout the day and incorporated throughout the curriculum.

## **2a. (Elementary Schools) Reading:**

Jackpot Elementary uses the Success for All reading program. We made the decision to use SFA in 1998. Previously, our students scored low on the standardized testing and reading was the area that needed the most improvement. Success for All incorporates scientifically based principles of reading, cooperative learning, professional development, tutoring and family support. This program is used from Kindergarten - 6th grade. The program's emphasis is placed on the prevention and early intervention of a child's learning problem. Quarterly assessments are given to provide information on the progress of each child. The data from these assessments are used to place students in appropriate reading levels and provide intercession for those students who are struggling. Our school was recognized by the Success for All Foundation as having made outstanding growth, for grades 3 – 5 from 2003 – 2007, on the Nevada Criterion-Referenced Test in reading. Our growth was 29.9%.

The emphasis for Kindergarten and first grade is phonemic awareness, tracking, phonics, and decoding. Students in the 2nd – 6th grade focus on comprehension, vocabulary development, literary concepts, critical thinking and fluency. All students interact with whole group instruction, cooperative groups, and individual tasks at their instructional level.

Students in all grade levels take part in various activities revolving around the reading theme. Biannually, we conduct a book fair with a family event night. We participate in the Elko County Reads night which is an evening set aside to promote reading in the home. Quarterly, we recognize those students who meet their predetermined reading goals in Accelerated Reading, by presenting them with a gold medal.

All our classrooms, the library, the hallway, and any spare corner we can find is filled with an abundance of literature for the enjoyment of reading. Books are given out as prizes during our reading events to encourage

reading.

## **2b. (Secondary Schools) English:**

### **3. Additional Curriculum Area:**

Success in math begins in the early grades. Math is introduced and taught with a variety of manipulatives. It is Jackpot Elementary's objective to begin with the concrete experiences which lend themselves to the abstract in the later grades. Learning about geometric shapes and using pattern blocks in the early grades lends itself to later on being able to figure area and perimeter of figures. Problem solving strategies are also an important part of our math program. To meet individual needs, students are taught a variety of strategies such as drawing pictures for addition and subtraction, using manipulatives, skip counting, and drawing arrays for multiplication.

To achieve our goals we use a variety of assessments. Summative and formative testing methods that are provided by our text and other resources along with STaR are just a few of the ways we track the achievement of our students. Our students are also provided tutoring as a means of remediation. Differentiation is also part of our daily routine. This provides each student the opportunity to succeed by meeting their instructional needs.

As a staff we identify our students' strengths and weaknesses. Through linear scaffolding we are able to correct the deficient areas and focus our instructions. We build on common math terminology in our instruction throughout the grade levels. This on- going participation in our PLCs provides constant teacher and student feedback.

Jackpot's mission statement includes achievement, commitment, and knowledge. Through teacher and student commitment and high expectations of our students we are able to achieve our goals in math.

### **4. Instructional Methods:**

"No zeros nor substandard work accepted" is a policy the Jackpot staff started three years ago. We wanted our students to know that failure is not an option! In order to accomplish this, we have tutoring times in which students come before school, during school, and/or after school to get their assignments done and to work on concepts/problems that they do not yet fully understand. We prefer students to do their work at school. Our homework policy is assigned for one of two common purposes: practicing a skill the students are already familiar with or to elaborate on content already introduced.

Reading is ability grouped according to the Success For All reading program. Cooperative learning is used in this program and is continued throughout the day. Hence, students are consistently working together and learning from each other. The SFA 4Sight test is given in grades 3-6 every six weeks to determine what content standard and ability levels should be emphasized in all curricular areas the following weeks. DIBELS is an assessment tool used in K-3 to determine necessary instructional needs for reading, phonemic awareness, and fluency.

Writing has been incorporated into all subject areas to help improve narrative and expository papers. Graphic organizers are used to guide the student in the writing process along with the 4 traits of writing (used by the state of Nevada in assessments) to improve skills. Journaling is another tool used in the classroom to foster improved writing skills and enhance student expression.

Macmillan and Saxon Math are the tools we use in Math class, but our instruction is data driven. We give sample criterion tests from Nevada and other school districts every six weeks to determine our areas of weakness and then concentrate on those weaknesses along with day to day math instruction. We utilize our tutoring time to help students who have not yet met standards in these areas to work with them to improve their understanding.

A3 (higher level) questions, collectively, are our students' weakest area. Therefore, scaffolding, teacher modeling and Bloom's Taxonomy are strategies used in every classroom to develop higher cognitive levels in our students.

## **5. Professional Development:**

Professional development at Jackpot Elementary has an extensive history that has evolved into what it is today. Teachers have participated in graduate classes, district workshops, inservices, and peer coaching. In 1998 Jackpot Elementary adopted the Success for All reading program. Much preparation has gone into developing the program specific to our school. In 2004 several teachers obtained their Masters in Elementary Education with a focus on Early Literacy. Our district, in conjunction with several other districts in the state, developed the Northern Nevada Regional Professional Development Program. Each school has a site facilitator who coordinates the school's interests and needs with the services offered by NNRPDP. Part of the PDP is NELIP (Nevada Early Literacy Intervention Program). For several years NELIP has offered a study group particular to the teaching of literacy. Many of our teachers have participated in these study groups and have applied specific strategies and skills they've learned toward teaching in the classroom.

PDP has also provided our school the opportunity to look at our state's testing system and learn how tests are developed. Part of our professional development has been spent aligning our classroom instruction with content standards. We have participated in the T4S (Teach for Success) program. T4S has assisted in observing and analyzing the quality of instruction in our classrooms. This has helped us determine some of the professional development offered to our teachers.

Many of our teachers have attended Solution Tree's professional development conferences and have adopted the PLC (Professional Learning Community) model. Our PLCs collaborate with team members weekly, where student learning is the focus. SMART (Strategic, Measurable, Attainable, Result-oriented, and Time-bound) goals are established for each grade level; in reading, math, and writing. We've also have had several of our teachers trained in the SIOP (Sheltered Instruction in Place) Model. As a result, those teachers include a language objective, content objective, and key vocabulary with each lesson they plan.

## **6. School Leadership:**

Jackpot Elementary has a principal and a Dean of Students. The principal has been in his position for the past 10 years. Prior to the current principal, the longest lasting principal stayed in the position for 3 years. The current principal has spent the past 10 years building relationships with school stakeholders and providing consistent leadership designed to build on successes from year to year.

Several years ago, the principal attended a professional conference related to best educational practices where a transformation in the way he approached school leadership began to take place. He began to realize that the school needed to begin to do things differently if we were going to succeed in making AYP. He was so moved by the presentations at the conference that he ensured a great majority of his staff attended the same conference over the next several years.

In addition to the conference, the principal began providing quality educational literature to the staff then conducted book studies on the literature. The literature was based on educational research on best practice

relating to relationships, policies, teaching, and learning. The principal began to ask tough questions and facilitate staff conversations about why we weren't following what research said was best practice.

As a result of the conferences, literature studies, and conversations, the staff transformed from focusing on what was best or easiest personally for the school staff to doing what is best for the student. Now, all policies, programs, relationships, and resources focus on doing what's best for the student and to help the student achieve at a higher level.

We have a school policy of not accepting any zeros or substandard work. We constantly formatively assess students to help us determine how to adjust instruction. We provide during and after school tutoring and a during school homework room for those students who require extra assistance based on formative assessments.

The principal also serves on the district grading committee which has recently rewritten grading policy which is more conducive to reporting student achievement.





## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Referenced Test

Edition/Publication Year: 2004-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	53	61	38	31	26
Exceed Standard	33	17	0	8	17
Number of students tested	15	18	16	26	23
Percent of total students tested	100	100	94	96	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	6	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard	50	72	38	30	22
Exceed Standard	25	27	0	10	11
Number of students tested	12	11	16	20	18
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard		63	33	33	12
Exceed Standard		18	0	11	6
Number of students tested	8	11	12	18	17
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	7	7	4	8	5
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	5	7	7	4	1

Notes:

Subject: Reading

Grade: 3 Test: Criterion Referenced Test

Edition/Publication Year: 2004-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	60	83	44	27	13
Exceed Standard	20	22	13	4	9
Number of students tested	15	18	16	26	23
Percent of total students tested	100	100	94	96	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	6	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard	59	72	44	20	12
Exceed Standard	17	27	13	5	6
Number of students tested	12	11	16	20	18
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard		73	50	28	6
Exceed Standard		18	17	6	6
Number of students tested	8	11	12	18	17
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	7	7	4	8	5
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	5	7	7	4	1

Notes:

Subject: Mathematics

Grade: 4 Test: Criterion Referenced Test

Edition/Publication Year: 2006-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	59	50	50		
Exceed Standard	18	17	4		
Number of students tested	17	18	26		
Percent of total students tested	100	95	96		
Number of students alternatively assessed	0	1	1		
Percent of students alternatively assessed	0	5	4		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard	61	47	42		
Exceed Standard	23	18	0		
Number of students tested	13	17	19		
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard	67	50	35		
Exceed Standard	25	17	0		
Number of students tested	12	12	17		
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	5	6	5		
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	7	7	5		

Notes:

The Nevada Criterion Referenced Test was not administered to fourth grade students prior to 2006.

Subject: Reading

Grade: 4 Test: Criterion Referenced Test

Edition/Publication Year: 2006-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	59	56	50		
Exceed Standard	0	17	12		
Number of students tested	17	18	26		
Percent of total students tested	100	95	96		
Number of students alternatively assessed	0	1	1		
Percent of students alternatively assessed	0	5	4		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard	62	53	42		
Exceed Standard	0	12	0		
Number of students tested	13	17	19		
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard	50	50	41		
Exceed Standard	0	8	0		
Number of students tested	12	12	17		
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	5	6	5		
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	7	7	5		

Notes:

The Nevada Criterion Referenced Test was not administered to fourth grade students prior to 2006.

Subject: Mathematics

Grade: 5 Test: Criterion Referenced Test

Edition/Publication Year: 2004-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	53	78	29	42	68
Exceed Standard	16	0	5	13	12
Number of students tested	19	27	21	24	25
Percent of total students tested	95	100	95	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	5	0	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard	50	77	25	21	65
Exceed Standard	17	0	0	7	6
Number of students tested	18	22	16	14	17
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard	50	78	25	25	75
Exceed Standard	14	0	0	6	6
Number of students tested	14	18	16	16	16
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	5	8	4	7	9
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard					53
Exceed Standard					16
Number of students tested	5	5	6	5	19

Notes:

Subject: Reading

Grade: 5 Test: Criterion Referenced Test

Edition/Publication Year: 2004-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	32	41	24	58	40
Exceed Standard	0	4	5	0	8
Number of students tested	19	27	21	24	25
Percent of total students tested	95	100	95	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	5	0	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard	33	41	25	21	65
Exceed Standard	0	5	0	7	6
Number of students tested	18	22	16	14	17
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard	43	33	25	25	75
Exceed Standard	0	0	0	6	6
Number of students tested	14	18	16	16	16
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	5	8	4	7	9
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	5	5	6	5	0

Notes:

Subject: Mathematics

Grade: 6 Test: Criterion Referenced Test

Edition/Publication Year: 2006-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	96	91	78		
Exceed Standard	70	24	48		
Number of students tested	23	21	23		
Percent of total students tested	100	95	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	5	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard		89	69		
Exceed Standard		24	44		
Number of students tested	3	17	16		
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard	94	95	70		
Exceed Standard	61	24	41		
Number of students tested	18	17	17		
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	4	4	5		
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	4	5	6		

Notes:

The Nevada Criterion Referenced Test was not administered to sixth grade students prior to 2006.

Subject: Reading

Grade: 6 Test: Criterion Referenced Test

Edition/Publication Year: 2006-2008

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meet or Exceed Standard	91	81	73		
Exceed Standard	43	5	43		
Number of students tested	23	21	23		
Percent of total students tested	100	95	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	5	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meet or Exceed Standard	90	82	69		
Exceed Standard	40	6	44		
Number of students tested	20	17	16		
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Meet or Exceed Standard	89	82	64		
Exceed Standard	39	6	29		
Number of students tested	18	17	17		
<b>3. (specify subgroup): Caucasian</b>					
Meet or Exceed Standard					
Exceed Standard					
Number of students tested	4	4	5		
<b>4. (specify subgroup): Limited English Proficient</b>					
Meet or Exceed Standard	4	5	6		
Exceed Standard					
Number of students tested					

Notes:

The Nevada Criterion Referenced Test was not administered to sixth grade students prior to 2006.

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